

OH62
373.23609713
0593 / 1 G
C.1

History



Intermediate Division
1973

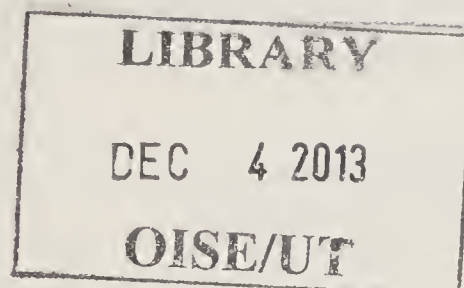
Authorized by the
Minister of Education
Thomas L. Wells

For study and optional
implementation
during the
Intermediate Division
Cyclic Review

History

Intermediate Division
1973

Authorized by the
Minister of Education
Thomas L. Wells



This interim guideline is published at a time when the Ministry of Education is reviewing curricula and patterns of organization within the Intermediate Division of Ontario schools. The document outlines new approaches and programs for study, for discussion, and for optional implementation during the review period.

The Ministry welcomes comments and suggestions for improvement of future guidelines in this and other subject areas. To be considered in the current review, the comments should be forwarded to the appropriate regional office to the attention of the Regional Director by February, 1974.

Contents

Introduction	3
Rationale	4
Objectives	5
The Learner and the Program	6
Planning a Course of Study	7
The Unit	8
Suggested Strategies	10
Using Resources	11
Evaluation	12
Suggested Units of Learning	13
Canadians	
Social Sciences in the Study of the Locality	
Patterns of Settlement	
Immigration	
Technology in Canadian History	
Crisis and Controversy	
Gold	
The Native Peoples of Canada. Today's Issues.	
The Canadian Worker	
Confederation	
The Canadian Military Man	
Canadians and Americans	16
Latin America	
The Commonwealth Caribbean	
Exploration and Early Settlement	
The American Revolution	
The Story of our Borders and Boundaries	
Politics and Elections in Canada and the United States	
The Opening of the West	
The Depression	
The American Civil War	
Canada, The United States and the World Wars	
Canada's Multi-Cultural Heritage	18
British Heritage	
The World of the Tudors	
The Age of Elegance and Ferment	
The Individual Shares in Government	
The Industrial Revolution and Society	
Scots	
French Heritage	
Living on a Manor	
The Roots of New France	
Personalities and Culture	
Indian and Eskimo Heritage	
The Canadian Indian and Nature Inuit	
Other Cultures in Canada	
Contemporary Canadian and World Concerns	20
The Arts in Canada	
The Canadian North	
Canada and the United Nations	
Canada in International Crises	
Issues of Citizenship	
Canada in Space	
Leadership in Canadian Politics	
Mass Media and Communications	
World Population and Ecology	
China and International Power	
Diversity in Unity	
New Patterns in International Crises	
Bibliography	22

Introduction

This guideline for the Intermediate Division History program has been planned to provide a basis from which to develop a course of study for each year of the Division.

Four areas of investigation are identified: *Canadians, Canadians and Americans, Canada's Multi-Cultural Heritage, Contemporary Canadian and World Concerns*. Teachers may want to combine the first two years of study, *Canadians and Canadians and Americans* and this would require co-operative planning on their part. Planning for the two latter years might be a similar co-operative effort. Otherwise, it is suggested that these studies be offered in the sequence outlined.

Within each of these four areas, a broad theme could be chosen to provide the unifying thread for units of study. On the other hand, the study for any one year could focus on more than one theme.

It is assumed that the units chosen for the four years of the Intermediate

Division program will focus on Canada and Canadians with an ever broadening scope that would provide for the student an opportunity to develop an insight into, not only his country, but also his countrymen, and their various traditions.

In the Intermediate Division, the student has his first opportunity to undertake a study of history. History, as an investigation and interpretation of the totality of the human experience, can give the learner an opportunity to reflect upon man's feelings and thoughts, his aspirations and failures, his struggle with his environment, his social relationships, his artistic expression, his political experimentation, his economic evolution, and the interaction of these many aspects of the human drama. A study of these matters, which seem to be of universal concern to mankind, can help the student to understand society and his own unique place in it.

Contemporary society is marked by growing population, pervasive technology, and a trend toward urbanization; a salient characteristic, however, seems to be concern for a sense of identity and of community. The search for identity may arise in any period of social change bringing attendant needs for adaptability, for perspective on change, for speculation, for a sense of values. A study of history could provide a medium through which these needs might be satisfied, at least in part.

Through study of the human experience in the Canadian setting both through time and in a global context, it is hoped that the student, as a citizen, will be able to understand the complexities of the nation of which he is a part and to develop some perception of the wider world, the community of nations of which he is also a part.

His investigations of significant issues and situations will lead him to seek a variety of evidence including music, science, mythology, religion, art forms, novels, biographies, artefacts, letters, and treaties. To arrive at reasonable conclusions, he will need to analyse, evaluate, and interpret evidence; he will need to recognize the possibility of bias inherent not only in the evidence but also in its selection and in its use; in short, he will be developing decision-making abilities important for his personal life and his responsibilities as a citizen.

Objectives

In planning and clarifying their objectives, both together and with their students, teachers should ask themselves this question: in what particular ways could a course developed from this guideline contribute to the growth of the learner?

The following should be considered as objectives for any course based on this guideline:

- to enjoy the learning experience; enjoyment is conducive to effective learning and has a positive effect on the learner's attitude to continuing his learning throughout life;
- to develop an understanding of the Canadian identity, societal goals, and the multi-cultural traditions of the peoples that now share a common national experience;
- to develop an awareness of values and of value alternatives;
- to develop the ability to distinguish fact from opinion, to detect bias, to formulate an hypothesis, to evaluate and interpret evidence, to draw conclusions based on evidence, to synthesize, to speculate, to make judgements;
- to use the imagination to enter another time or situation in the past or in the future
- to develop communication skills such as recording information, listening, expressing ideas clearly;
- to develop research skills such as library skills, drawing and selecting information from non-print as well as print resources, interviewing;
- to develop an understanding of fundamental concepts central to the human experience such as justice, change, diversity, order, individualism, the common good, worth of the individual, concern for others, dignity of labour, tradition, culture.

The Learner and the Program

Human growth is continuous but there are distinguishable stages of development; the Intermediate Division of the curriculum is planned for the early years of adolescence, and courses based on this guideline should be planned to meet the needs of students in this particular age group.

The adolescent is concerned about his identity, his place in his society and in the world. The student can be assisted in facing these concerns through examination of what his world is, how it came to be, and, by speculating, what it is likely to be. In the student's search for his own place in the world, the immediate community is a large component and requires special attention. As communities vary across our province, therefore, so will courses of study vary from school to school.

In all learning situations, the adolescent needs sincerity, integrity, empathy, and concern from those about him. Such a sympathetic open environment leaves him free to grow.

He looks for models to examine, actions to judge. He also needs to become aware of many alternatives in behaviour and attitude. Selection of content, therefore, should include a diversity of personalities and situations.

The student in the Intermediate Division is also concerned about his relationships with other people, especially his peer group. The content of social history and such methods as independent study and small group discussions often lead to lively and informed exchanges that can establish relationships on a solid base.

Since the student is interested in values and in the meaning of life, the program should also provide situations that

involve the investigation of values, of value conflicts, of value systems, and the raising of value questions.

In these adolescent years, the learner is rapidly expanding his ability to deal with abstract thought and complex reasoning. The teacher should provide opportunities for each student to develop these capacities to his own particular limit.

The four areas of investigation in this Intermediate Division program have been selected to meet the student needs indicated above. Since the process of self-definition seems to be significant, it is hoped that he can be assisted in a broad understanding of his identity through an awareness of his community and his national roots, of the qualities and characteristics of his community and nation, and of the forces, persons, and situations that have contributed to both community and national identity.

It is, then, important for him to investigate his community's and Canada's story, and to be aware of the drama and of the human and environmental interaction from which his cultural identity is derived. Consequently, *Canadians* and *Canadians and Americans*, or a combination of the two, are the selections for the first two

years. It is primarily the task of the program in these two years to help students to be aware that we are not only a country but also a people.

Canada's Multi-Cultural Heritage is the selection for the third year; it is the intent of this year in the program to broaden the student's understanding of his country through examination of the multi-cultural heritage of Canadians. Many Canadians have their origin in Europe: others have their origin in the Americas, in Asia, or in Africa. Awareness of these cultures could add another dimension and new perspective to an understanding of Canada today as well as a deepening and challenging interest in the world community. A perception of the ways in which customs, traditions, and ideas have been transplanted to the Canadian environment could provide an insight into man's resilience, his adaptability, and his ingenuity. While most units will likely focus on the European heritage, units concerning the cultures of the first Canadians and cultures in other parts of the world could be included.

The final year of the Intermediate Division program could be regarded as a synthesizing of Canada's identity and a reflecting on her interaction with the twentieth century world within an historical context. Because of the need for balance in the selection of units, it is suggested that one half be directed to matters pertaining to contemporary Canada, such as *Issues of Citizenship and the Government Process*, *The Arts in Canada*, *The Canadian North*. The other half of the course would be directed to world concerns and their relationship to Canada; examples would be *Canada and the United Nations*, *World Population and Ecology*, *Canada in Space*, *Canada in International Crises*.

Planning a Course of Study

The many possibilities for variety and patterning in the selection and organization of content for each year's study make staff planning essential for the Intermediate Division. It is hoped that those responsible for planning will take into consideration the expressed interests of the learner.

Planning will be facilitated if the ideas that follow are considered.

The selection of a theme to provide a focus for study: the theme is considered to be a broad idea or concept requiring examination of many facets of each unit topic. Possible themes might be change, conflict, individualism, adaptability, roots and growth, influence of technology, internationalism, and diversity.

If *change* were the theme, units (see *Suggested Units*, page 13) selected might be *The First Canadians*, *Patterns of Settlement*, *Crises in Canada's Story*, *Life at Confederation*, *Opening the West*, and *Interesting Personalities*. Many different aspects of each unit topic would be considered so that, over all, the student might have some understanding of the nature of change, the reasons for change, the varieties of change, the possible effects of change on the individual and on society.

If the theme were *the influence of technology in Canada's development*,

appropriate units would be *Social Sciences in the Study of the Locality*, *Life in New France*, *Pioneer Life*, *Gold, Canada at War*. Among other things, inquiry could be made into how man has used technology, how society has been altered by it, how technology has affected the quality of life.

If the theme were *roots and growth*, a study of *The Early Invaders in Britain*, *The World of the Tudors*, *The Industrial Revolution and Society*, *Personalities and Culture*, *The Canadian Indian and Nature*, along with the study of the cultural groups, could contribute to an understanding of Canadians' debt to their origins and man's initiative and ingenuity in adapting to changing situations and new environments. The adjustment of the early continental invaders to their new European and British environment, the adjustment of nineteenth century colonial invaders to their new Asian, African or American environments, the consequences for the indigenous peoples, and the resultant mixture of cultures could be related to changes in Canada at different periods in her history; the problems following the Norman invaders, for example, could be related to Canadian bi-culturalism and bi-lingualism; the influence of geography on European and Canadian development could be compared; the legal and political roots of the Canadian scene could be related to developments in Britain and France.

If the theme were *the role of the individual and the nation*, units chosen might be *the Arts in Canada*, *Leadership in Canadian Politics*, *Issues of*

Citizenship and the Government Process, *Canada in International Crises*, *World Population and Ecology*; these units could be the means of exploring questions relating to rights, freedom, and responsibility.

Sequence: It is necessary to plan a sequence of unit topics appropriate to effective examination of causation and to recognition of chronology where it is important.

Continuity and unity: Continuity in this context implies not only a logical sequence of units but also a means by which to bridge the gap between units so that they may be studied in a recognizable context. After the student has perceived a basic sequence, he is better able to rearrange and re-structure data to develop fresh points of view and new sets of relationships. Unity in course design helps to provide the student with an intelligible concept of the totality of the human experience. Using a theme as suggested earlier could provide this element of unity.

A definition: the unit is defined as an organization of content and learning experiences focused on a central problem or question.

Kinds of units: units could be planned with any one of the emphases shown below.

- the era unit: the unit organized to permit examination of many facets of a particular period; for example, *The Depression*, or *Life in New France*.
- the line of development unit: the unit focused on the development of a particular aspect of human activities or environment through several phases of time; for example: *Immigration and Settlement*.
- the integrated unit: the unit requiring a skilful selection of pertinent data used naturally in an interdisciplinary way; for example, *The Canadian North, Pioneer Life, Gold*.

In the planning stage: After a unit topic and its general purpose have been identified, the planner or team of planners will want to read widely to become fully knowledgeable about the possibilities of the topic for classroom implementation that is mind-expanding, challenging, and productive of a continuing desire for learning. All components of a unit need to be carefully considered and their relationships clearly recognized. The following indicates the significant and essential components of any unit, along with some suggestions for planning each.

Objectives hold a central place in the entire teaching-learning process; they not only provide the central focus for the unit but also affect the selection of content, strategies, resources, and means of evaluation. It is essential for success that when the classroom process begins, the learner is also involved in planning objectives, in determining how he might achieve his objectives, and in evaluating the degree to which he has succeeded in achieving them.

Unit objectives will, of course, be more specific than course and program objectives suggested on page 5; they should be stated precisely and in terms of the anticipated outcome for the learner. Consideration should be given to concepts, values, thought processes, skills, and communication abilities.

If an S.S.S.L. (*Social Sciences in the Study of the Locality*) unit were being planned, for example, objectives could include an understanding of community traditions, the development of the concept of change, the ability to interpret information derived from a non-print resource, and the skills of recording observations accurately and of communicating through role playing.

Other units could focus on different objectives, and at the same time, reinforce objectives already achieved in other units.

Content is the vehicle by which objectives may be achieved, and so while not necessarily important for its own sake, becomes significant as a means to a more significant end. The selection of content by teachers, and students, should indicate an understanding of the variety of man's activities and needs and of the interaction between man and his physical and social environment. Some suggestions for content ideas are included in the section *Units of Learning*.

After reading widely about the topic, the planning team might brainstorm content ideas, select those pertinent to the objectives, organize them, and finally devise a few broad, open-ended, divergent questions that could form the basis for interesting investigation and lively discussion.

Strategies are the means by which learning might be most effectively achieved; they should be appropriate for the developmental stage of the learner, and for the objectives, content, and resources; they need to be varied and should actively involve the learner. Planning should include: an approach or introduction to the unit; investigation activities such as reading, interviewing, experimenting, discussing, observing, and problem-solving; expressional activities emphasizing creativity; synthesizing or culminating activities clarifying the unit as a whole. Examples of these planning strategies follow:

A unit on *Our Chinese Heritage*, for example, might be introduced by a visit to the Royal Ontario Museum. A unit on *Our Greek Heritage* could be introduced by inviting someone of Greek origin to the classroom. A unit on *The Canadian North* could be introduced by a multi-media experience with materials such as films (e.g. Tuktuk and the Trials of Strength; North; both from N F B); slides of life in the north before and after technological development; the poems of Robert Service; records; biography; travel books; maps; Jackdaw kits. Students could freely browse, listen, observe, and then discuss and plan their study.

An investigation strategy for a unit on the *Issues of Citizenship* could be the use of such activities as analysis of different newspaper editorials on the same issue, interviews with persons involved in an election, or by comparison and evaluation of evidence derived from a variety of sources.

Expressional activities for a unit on *Gold* could include devising a folk song; for a unit on *The Canadian Indian and Nature*, dramatizing and filming a

legend; for a unit on *The World of the Tudors*, on informed discussion centred on Henry VIII's sincerity and motivation in his relationships with other people or on the Tudor family characteristics.

Synthesizing activities for a unit on *The Canadian Military Man* could include role playing a possible conversation among such persons as Montcalm, Tecumseh, Brock, Billy Bishop, and member of the contemporary armed forces about barracks life, heroes, uniforms, tactics, or weaponry.

Resources should be selected on the basis of their appropriateness for the learner and the content and the objectives, their variety, and their ability to suggest different points of view.

Evaluation should be planned to reflect the objectives, to encourage self-evaluation by the learner, and to consider the effectiveness of the unit.

If one objective were to develop the ability to draw inferences from a non-print resource, for example, the class could be given a picture that they had not seen before concerning an aspect of life in a society that they had not studied before; each student could be asked to speculate how he would find life in that society different from his own. The learner could be involved in evaluating the quality of his own observations and inferences through the process of class discussion and through consultation with the teacher.

In the classroom: The initial unit planning suggested above is the teacher's responsibility, probably in co-operation with his colleagues and, if possible, in consultation with students; his understanding of his student's particular abilities and interests and his knowledge of the possibilities for learning inherent in the unit selected would provide a guide for planning at that stage. It is suggested, however, that students be actively involved in planning their own learning when the unit is introduced in the classroom.

The following indicate a process pattern of classroom implementation: it is hoped that through this classroom process each student could develop an interest in, and responsibility for, his own learning.

- The *motivation* stage is the point at which the unit is introduced to the students.
- A *definition* stage would follow; in this stage, students would raise questions, brainstorm for ideas to pursue, select those of greatest significance and interest for investigation, and identify their objectives.
- The *investigation* stage would involve students not only in planning their research as a class, in groups, or individually, but also in searching out information, analysing it, and evaluating it.
- A *communication* of findings would accompany and follow investigation.
- The *synthesis* stage is the culmination of the implementation process; at this point it is hoped that the learner would repattern information, arrive at reasonable but tentative conclusions, and

perceive an over-all view of the questions posed in the definition stage.

It should be recognized that these steps need not follow in this precise order; they may blend and overlap.

The ideas for planning and implementation in these last two sections imply that the teacher's role is that of planner and guide for students in their investigation, analysis, interpretation, and synthesis of findings; he will need to be aware not only of unit objectives, but also of course, program, and curriculum objectives, all of which should be consistent, complementary, or supplementary; he will also need to be aware that his initial planning may need to be revised in the light of his students' planning ideas.

Suggested Strategies

Teaching-learning strategies grow out of a philosophy of education, clearly formulated objectives, the needs of students, and available resources. The following questions might provide useful criteria in selecting an appropriate approach:

- how much emphasis does this approach put on student involvement and participation?
- how likely is this activity to quicken curiosity? to stimulate creativity? to develop an inquiring mind in the student? to encourage further readings?
- how appropriate is this method of learning to the achievement level of the student? to the topic? to the materials?
- how will this strategy contribute to group interaction and to variety in decision-making, while capitalizing on the universality of human problems, actions, and feelings becoming apparent through a historical study?

The following suggestions could be considered:

An Interdisciplinary Approach: As many disciplines as would be appropriate to the unit focus could be integrated or correlated, using available avenues of inquiry and expression such as drama, folk songs, murals, poems, maps, and novels. If the topic were the *Canadian North*, for example, teachers of English, science, art, music, drafting, geography, physical and health education, and family studies could be consulted.

Seminars: A definition of seminar might be a round table discussion of a specific problem or an analysis and synthesis of a specific situation for which all participants have some basic background and for which a few have done some special investigation. If a unit of study were *Life in New France* a seminar topic might be *how important was the role of women in New France as compared to that in Canada today?*

Role Playing: Students should have a considerable understanding of the historical situation involved before role playing begins. The role playing itself, however, should be completely spontaneous, allowing participants to explore the ideas, attitudes, and emotions of people other than themselves. When carried on with perception, concentration and honesty, role playing can provide a kind of insight not always available from reading or discussion. It is most effective in unstructured situations where improvised action and reaction can develop as they do in life. It should be recognized that role playing is more valuable to the player than to the audience, and, for this reason, it is wise to divide the class into small groups for first attempts. Later, students are able to observe each other and use the role playing as a basis for penetrating investigation and discussion.

Simulation Games: In selecting simulation games likely to achieve program objectives, consideration could be given to these questions: how valid, accurate, and varied is the data involved in decision-making? what are the possibilities for value examination? to what extent are conclusions pre-determined? how valuable is playing the simulation without a thorough follow-up session? how much scope do the rules provide for originality and creativity?

Group Investigations: If the topic were *The Age of Elegance and Ferment*, groups of three or four students might undertake to investigate the arts (furniture and house design, textiles, music, painting, literature, chinoiserie), the military (Marlborough, Vauban), the politicians (Pitt, Talleyrand), English country life, life in Versailles, religion, and Europe and the world.

Group investigation of these matters could be followed by presentation to the class and by discussion to analyse and synthesize group findings in order to develop such concepts as dissent, concern, cabinet government, elegance, squalor, nationalism, freedom of speech, conflict, and responsibility.

Independent Study: Some students at different times may benefit from independent study in which special interests can be pursued in the resource centre and/or in the community. This may promote student initiative, encouraged by planning with the teacher.

A student may be keenly interested in military tactics and weapons, a topic which may not be part of the planning for the class. After consultation, the student might be released from class for a specified period to do special work investigating the changes in weapons, the influence of individuals on the outcome of battles, effects of wars on society, and perhaps even an analysis of the causes of war. The student's curiosity, his level of achievement, and the materials available will help to determine the scope of the project and the validity of the independent study.

Using Resources

Three categories of resources should be considered:

- Multi-media resources that can enhance both interest and learning would include the appropriate use of drama, maps, films, filmstrips, magazines, models newspapers, novels, pictures, projectuals, radio programs, recordings, slides, stamps, tapes and telecasts.
- Community resources, both human and physical, can contribute to an effective program. If a unit were to focus on the impact of British and French expansion overseas, a visit to early homes in the school locality might spark an inquiry into how architectural designs in Britain or France affected the design of homes built in Canada and how these were modified and adapted to Canadian resources and climate. A visit to the cemetery might reveal the ethnic origins of the community. Interviews with knowledgeable persons could provide further insights.
- Primary resources often add a new dimension to the analysis of the topic at hand. They can help students develop a capacity to appraise the validity of differing points of view and to detect bias. They can also add an authentic flavour in re-creating the climate of an age and can bring personalities to life.

The following questions might clarify the validity of the selection of any resource: how will the resource material contribute to an understanding of the topic? how well is the choice of language geared to the vocabulary of the class? to what extent will the point of view expressed be challenged by other equally valid points of view? how readily can the class appraise the bias of the resource? how well does it bring a character to life?

Evaluation

The evaluation process should be directed towards determining the degree to which objectives have been achieved; objectives, then, become the criteria for evaluation.

Just as students should be involved in identifying objectives for their learning, so they should be involved in evaluating their success in achieving objectives. In this way, they may become more responsible for their learning, more able to recognize their areas of competence and of weakness, and more ready to undertake new tasks.

In evaluating the effectiveness of the planning and implementation of a unit, teacher and learners could consider whether their objectives were achievable through the content, whether they were sufficiently specific to be clear yet sufficiently open to encourage growth, whether there was a central focus to provide a sense of direction, whether there was a spirit of inquiry, whether there was an opportunity to broaden interest and pursue new ideas, whether it was possible for persons of differing abilities and interests to develop in their particular ways. In the light of such an evaluation, future planning could be facilitated.

Evaluating in this way on a continuing basis is directed, not only to the effectiveness of unit planning and implementation, but also to the degree and quality of student progress. Evaluation thus becomes both diagnostic and remedial, involving all in productive self-evaluation.

Canadians

Implicit in the sample units that appear below are universal concerns of man. It is also understood that classroom discussion would involve a continuing dialogue between the now and the then, the here and the there. Current affairs are, as well, an integral part of the Intermediate Division program.

These units are examples only; they are intended to stimulate ideas for planning; they are not meant to be limiting or prescriptive.

It may be that some units suggested for a particular year would be suitable for other years as well; in this case, repetition for the learner can be avoided if the student's voice is heard in the planning stage. This is only one virtue of student consultation, but an important one. As a further guide to teachers, some open questions are indicated in most units in order to provide direction without inhibiting originality.

It is intended that any course planned for this part of the program should provide an opportunity for students to examine themes, incidents, and personalities in Canada, past and present. Units may range freely in time and space from theories about the origins and arrival of the native peoples to a recent election campaign or from the current economy of the Maritimes to the Gold Rush of British Columbia.

Social Sciences in the Study of the Locality: Although localities vary, a careful study of life in any area yields useful insights. In Ontario localities, the following have been studied: change and its causes, the relation of prosperity to income and employment, the influence of the leadership of one individual, the will of the people, majorities and minorities, conformity and dissent, the rule of law, differing attitudes toward authoritarianism, changing fashions in dress, slang, games, supply and demand, money, credit and banking, division of labour or specialization, harmony and disharmony. Concepts of national importance can also be developed in this local context.

North America before the European: What was our continent like when the first immigrants arrived from Asia? Is there any evidence that they might have arrived by sea? Why did scholars think they migrated? Where did their culture first reach a high level? What were some accomplishments of these civilizations? How did they resemble early civilizations elsewhere in the world? By what routes and processes did these civilizations become diffused? When the European arrived, to what extent was there trade among tribes? What was the first effect of the European on the distribution of Indian population, on authority, prestige and power, and on social organization?

Interesting Personalities: A study of the motivation and contribution of individuals from Canada's past and present might be helpful to students who seek understanding of what it means to be a Canadian. A few suggestions follow: for medicine and science, Dr. Marion Hilliard, Sir Frederick Banting and Dr. Charles Best, Dr. Norman Bethune, Alexander Graham Bell; for the arts, Robert Service, Pauline Johnson (Tekahionwake), Grey Owl, Stephen Leacock, Mazo de la Roche, Emily Carr, the Group of Seven, Marie Dressler, the Dumbells, Susanna Moodie, Marshall McLuhan, Felix Leclerc, Louis Hemon, Gabrielle Roy, Gratien Gélinas; for business, William Van Horne, Timothy Eaton, Robert Simpson; for sports, Bobby Rosenfeld, Tom Longboat, Phil Esposito, Jean Beliveau, Tommy Burns; among military men, General James Wolfe, Tecumseh, General Arthur Currie, General Georges Vanier, Air Vice-Marshal Billy Bishop, General A. G. L. McNaughton; among settlement leaders, Samuel de Champlain, Lord Selkirk, Colonel Talbot; in a study of flight, John McCurdy; among revolutionaries, Louis Joseph Papineau, W. L. MacKenzie, Louis Riel; and among religious and educational leaders, Brébeuf, Bishop Strachan, Cardinal Léger, Ryerson.

Life in New France: How much of Old France was transplanted to New France? How self-supporting was New France? How did settlers solve the problems of survival, defence, education, health, law and order? What place did religion occupy in their lives? Why did these settlements grow? Did the arts flourish? How efficient were the military? In the New World, what characteristics did the French-Canadian family develop? From inquiries such as these, students might gain a perception of life style in New France, of the individualism of the people, their work, their plans, and their creativity.

Patterns of Settlement: In their planning, teachers could consider questions such as how an investigation into the continuing relationships between geography and settlement patterns might increase awareness of man's interaction with his environment and how map studies might be used to investigate settlement patterns in Acadia, in New France, in Upper Canada, and in the West. Students could inquire into how these new settlements affected the living styles of the original peoples, how early pioneer settlements were altered by subsequent waves of settlers, and how the new technology of the twentieth century has affected current settlement patterns in the Canadian North.

Immigration: A study of the people attracted from other countries to new homes in Canada in other times will help the student understand problems encountered by immigrants of the present day as they become Canadians while preserving part of their former heritage. For example, students could examine the range of problems confronting immigrants upon their arrival in Canada. They could investigate such questions as who can and should help them, and how Canada is enriched by the contribution of immigrant individuals and groups. A particular group of immigrants such as the Loyalists or Ukrainians might be studied to see what problems they faced and how they adapted to their new environment. From the study of earlier immigrant groups, students might gain insight into potential contributions of recent immigrants and conclude their study by a look into the future. What immigration policies would they establish and how would they attempt to implement these policies if they were members of the government?

Technology in Canadian History: The focus in this unit is the relation of technological developments to social change. Students could investigate the social consequence of specific changes such as the air-brake and more powerful locomotives for railroad trains. They could inquire into the effects of industrial change such as new techniques for manufacturing paper from pulp. Other technological developments that could be investigated for their effect on the lives of individual Canadians include the motor car, the binder, the telephone, the typewriter, the motion picture, and television. Artefacts in museums can aid understanding of the social needs that lead to these developments.

Crisis and Controversy: Crises in Canadian history include the assassination of D'Arcy McGee, conscription in the First and Second World Wars, the expulsion of the Acadians, the Fenian raids, the American Civil War, the October crisis, 1970, the depression of the 1930's, and the Winnipeg general strike. General questions might include what constitutes a crisis, the importance of leadership, whether crises are inevitable, and whether there is a pattern of change resulting from crises.

A comparison of the factors leading to rebellion in the Canadas in the 1830's and in the North-west Territories in the 1870's and 1880's might provide a new perspective. For example, students could investigate the relative importance of government control, land, language, ways of life, and religion in the two situations. Comparisons of MacKenzie, Papineau, and Riel could be useful in studying concepts of leadership and power.

Newspaper articles and editorials of the time could help students to understand the effect of public pressure on decision making and perhaps to see why the execution of Riel became an issue in Canadian politics and historical scholarship.

Gold: The topic of gold raises many questions: why the word arouses the emotions and brings images to the mind, its mythology, why it lured men to brave the unknown, the goals of such men (were they seeking only wealth?) and the possible information available from such a person's diary. Students might examine poems, songs, novels, and movies to find out the effect of gold on the development of North America. A study of the hard-rock mining process at Yellowknife or Timmins might clarify the general relationship of geology, technology, marketing, and developments within the mining industry and give an insight into the impact of mining upon the economy and way of life. Investigation could expand beyond the borders of Canada. For example, study of gold mining in the Republic of South Africa might enable the student to learn about the realities of life in that nation; it could also lead to an insight into the effect of government policy upon an industry. The study of gold might include its effect on the English language, its use in modern advertising, its scientific importance, and its influence on such areas as numismatology. A parallel study of diamonds might provide a basis for individual study.

The Native Peoples of Canada, Today's Issues: Historical perspective can establish a basis for a study of today's issues. An investigation into the native cultures and the effects of contact with European explorers, traders, settlers, and advancing technology could lead to hypothesis and synthesis. A study of treaties made with native peoples (their terms, their observation, their validity today) might enable the student to appreciate the current differences between native organizations and government policy makers.

The Canadian Worker: The Canadian worker could be studied through many avenues: songs, poetry, and painting, for example, could all give students a feeling for the problems of working people in various periods of our history. The term worker should be interpreted broadly to include farmers, railway builders, nurses, miners, loggers, industrial workers, housewives and mothers, and many others. The particular thrust of this unit will vary with the theme chosen for the full year's work. For example, if all units in the year's program were loosely grouped around a theme such as "security", or "justice", the study in this unit could focus on the growth of unions and farmers' associations, on farm and labour legislation, on equal pay for women, on child labour laws, and possibly on such events as the Winnipeg General Strike of 1919, which could be seen in a world perspective through comparison with the British General Strike of 1926. In some classes, the theme of the effectiveness of the individual might be the unifying thread for the year's program. In this case, students might consider the influence of workers and of groups of workers on the character and history of the country; good starting points might be the influx of European and Asiatic workers to build railways in the Canadian West or possibly the more recent Asbestos Strike in Quebec. Another class might be studying the accommodation of divergent interest groups in a harmonious national whole as part of a theme on federalism. The unit on workers within this theme might focus on the lives, traditions, and problems of such varied groups of workers as prairie farmers, Maritime fishermen, and Ontario industrial workers. If the theme of the year's program were the influence of technology, the aim in this particular unit might be to find out about changing living and working conditions; the implications of machine rather than hand work in the life of the artisan, the disintegration of country villages that once provided blacksmith and milling facilities to local farmers, or possibly the effect of household appliances on the family lives of working people. It is hoped that any such unit will give the student a sense of the variety and vitality of Canadian workers.

Confederation: Teachers might consider how to help students understand the internal and external pressures that encouraged the people of British colonies in North America to consider a larger political union. What were the fears of the peoples in each area regarding a possible union? Was political leadership a vital factor? Why did certain areas decide to reject the Confederation of 1867? How well did the agreements reached at Charlottetown and at Quebec meet the needs and fears of the times? How was this political union extended to fulfil the motto *From Sea unto Sea*? How viable is the British North America Act today?

The Canadian Military Man: War exercises a strange fascination upon even peace-loving societies. Canada has a world reputation for peace keeping; yet the martial element in our national growth has had much to teach about life, leadership, and decision-making from the earliest European settlements to the present day.

A study beginning with the local military museum, garrison, or Canadian Forces base can raise searching questions and stimulate individual research. The study could include the role garrisons played in early Canadian communities, changes in the military man's role because of changes in weapons and communications, geographic factors that influenced their development, the daily lives of soldiers, their diet and uniforms, martial music, and factors explaining the leadership abilities of the outstanding commanders.

Other questions might explore uncharted or broader territory. What part was played by women in our military development? How have our armed forces served the defence of Canada beyond her borders? What are the present functions of the Canadian armed forces? To what degree are their traditions derived from abroad and to what degree are they indigenous to the Canadian experience? How closely do these traditions reflect the community, the province, or the region?

Canadians and Americans

The histories of Canada and the United States parallel each other at times and at times sharply diverge from each other. In either case, however, American culture has a strong impact on the Canadian way of life. Units concerning the interaction of these two nations and particular episodes in the history of each should enable the student to develop a more accurate knowledge of the realities of life in Canada and in the United States. In the future Canada may have increasingly important relationships with her Mexican and Central and South American neighbours. Units concerning these developing relationships could be an integral part of this course.

Latin America: The differing relationships of Canada and the United States with Latin American countries might emerge from examination of trade ties, Canadian investment, missionary efforts, Canadian relations with the Pan American Union and the Organization of American States, South American students in Canadian universities, and the issue of Cuba.

The Commonwealth Caribbean: Students investigating Canada's relations with the Caribbean might focus on rum, fish, molasses, and slaves; pirates, gold, explorers, and shipwrecks; adventure and trade. Students might also examine the triangular trade routes: Kingston, Jamaica, Halifax, Nova Scotia, the Liberian Coast and Bridgetown, Boston, London. Canada's association with the Caribbean began with triangular trade routes and continues today through the Ontario Ministry of Education's Project School-to-School and Operation School Supplies, Canadian business, immigrants to Canada, and Canadian tourists. Reading the novels of Thomas Raddall and examining stamps from Caribbean countries add to the students' appreciation of the people and the culture of the Islands in the Sun.

Exploration and Early Settlement: Why do men explore and *open new lands*? Other questions might include the effects of technology and the natural environment on the form of exploration and early settlement in North America, the insights into exploration gained from folklore and the literary-heroic tradition (Pierre Radisson, Johnny Appleseed, Davy Crockett). To what extent was there interaction among exploration, fur trade, settlement, and railway building in the growth of Canada and the United States? How might space exploration affect the future?

The American Revolution: There are a number of avenues to be explored in studying the American Revolution. For example, why did Americans revolt against their Mother Country so early in their history? How was the pattern of revolution moulded by individual personalities? How were the lives of people affected by the choices they made? How well do historical novels and contemporary music portray the spirit of the times?

The Story of our Borders and Boundaries: The present Canadian-American border has been set by a series of varied influences. People involved were British, Canadian, and American surveyors, geographers, diplomats, statesmen, fur traders, lumberjacks, and soldiers. An inquiry into these influences might help students to understand such diverse matters as the changing roles of Britain and Russia, the impact of American political slogans such as *54-40 or Fight*, the consequences of wars such as the War of 1812, and the basic conflict in such current issues as off-shore rights and pollution. A consideration of Canada's middle-power status adds another dimension to the continuing problem.

Politics and Elections in Canada and the United States: At this stage in the student's development, it is appropriate to examine municipal and provincial government. Current situations, however, could also prompt a comparison of the Canadian and United States electoral systems; this comparison could include such matters as pressure groups, party conventions, the role of the media in image making, registration of voters, elections, the ballot, the electoral college, party platforms, and the roles of such officers as the chief election officer, the returning officer, and scrutineers.

The Opening of the West: The Great West, both Canadian and American, is of major importance in the economies of both nations. The art of Catlin, Kane, and Remington could be examined for reliability as evidence concerning the early history and economy of the Great Plains, and a study of men such as Father Lacombe, Chief Crowfoot, and the Northwest Mounted Police might provide insight into the problems of maintaining peace and order in the West. Other questions to be considered might be the contribution of the inland water system to the opening of the west and economic change resulting from introduction of the steel plough, the railway, and Marquis wheat, and the discovery of oil. How representative of reality is the traditional life style of the cowboy of films, TV, and Western novels? How effective was the U.S. government-sponsored slogan *Go West, Young Man*? Have western settlements perpetuated the theories of Canada as a *mosaic* and the United States as a *melting pot*? To what extent do federal policies, both Canadian and American, have an impact on contemporary Western economies?

The Depression: An investigation into the period of the Depression might provide insight into the economic and social relationships that exist between Canada and the United States and into the human response to economic and social distress. The use of contemporary music, newsreels, movies, novels, and poetry might aid understanding of the many conflicting moods of this era. On the one hand there was the tragedy of the dust bowl and locust swarms, foreclosure on homes, the thousands tramping and riding box cars in search of employment, work camps, soup kitchens, the violence between the unemployed and the RCMP at Regina, and the kidnapping and murder of the son of Charles A. Lindbergh; on the other hand there was the excitement of the Dionne quintuplets, Amelia Earhart's solo flight over the Atlantic, flagpole sitters, marathon dancers, the victories of Max Schmeling, Primo Carnera, Max Baer, and Joe Lewis, Jesse Owens at the Berlin Olympics, the first British Empire Games held in Hamilton, Ontario, and the building of Maple Leaf Gardens. This depression raised fundamental questions about traditional political and economic institutions. The demand for change might be clarified by a study of William Aberhart and Social Credit, J. S. Woodsworth and the CCF, Maurice Duplessis and the Union Nationale, the New Deals of Franklin Delano Roosevelt and R. B. Bennett, Father Charles E. Coughlin, Senator Huey Long, and the European careers of Adolph Hitler and Benito Mussolini.

The American Civil War: An inquiry into the origin and the defence of slavery might enable students to see the effects of slavery upon all members of society. Vignette studies that might clarify the trends of this period include: Senator John C. Calhoun, William Lloyd Garrison and the Abolitionists, Harriet Beecher Stowe and *Uncle Tom's Cabin*, *Bleeding Kansas*, Harriet Taubman, John Brown's raid and the Dred Scott decision. The view that this was the first modern war might be examined in the light of conscription and anti-draft riots, the first income tax in the United States, greenbacks, iron ships, and the creation of wealth. The role of leadership in crises could be examined through the careers of Abraham Lincoln, Robert E. Lee, William Tecumseh Sherman, *Stonewall* Jackson, or Ulysses S. Grant. A study of the over-all tactical policy of either government or of any one battle such as Fort Sumter or Bull Run might provide insight into the intricacies of warfare. Any war has consequences beyond its own bounds. Why did this war affect British politics and the movement to Canadian Confederation? Once the war was over, many of the former slaves who had fled to Canada by the Underground Railway returned to the United States. Students might investigate the reason so many returned and the contribution to Canada of the descendants of those who remained.

Canada, The United States, and the World Wars: Inquiry into military operations overseas, economic and social change at home, membership in the League of Nations and the United Nations, new roles for women and for governments: all these might show how these wars affected Canada and the United States and could lead to conclusions about the human dilemma of war.

Canada's Multi-Cultural Heritage

It would seem appropriate at this stage of the Intermediate Division that the student, having looked at the development and the identity of his nation, investigate the roots of Canada's cultural heritage. Awareness of our multi-cultural heritage could help to clarify the student's perception of his own and Canada's destiny and could lead to a deepening and challenging interest in the world community.

British Heritage

The World of the Tudors: The interaction of personalities, the vigour of the merchant fleet, the right to dissent, independence of thought, freedom of conscience, the relation of the church to society, the wool trade, enclosures, literature: all were part of Tudor life. It was a world of drama, colour, conflict, and individualism, bound up in issues of concern to our contemporary world. A study of this aspect of our heritage could, therefore, be significant for students.

An Age of Elegance and Ferment: The eighteenth century in Britain and France, a time of variety and contrasts, left an imprint on Canada. Students could use this context to explore the ties between Canada and Europe through such topics as the military exploits of Marlborough and Wolfe, the Wesleyan movement, country and city life, creativity in music, literature, architecture, furniture design, textile design, and the social upheaval of the French Revolution.

The Individual Shares in Government: This unit is intended to relate the growing role of the individual in British society and politics to the Canadian experience. How important was the individual in the Viking adventures, the Anglo-Saxon village, the feudal courts, the merchant towns, the industrial city? How did class structure and wealth affect an individual's power and responsibility? What institutions made it possible for the individual to have power and to accept responsibility? What traditions were transplanted or adapted to the Canadian scene? The careers of persons like John Wilkes, Lord Shaftesbury, Emily Pankhurst, and Lord Durham could be used to debate whether an individual can influence established authority.

The Industrial Revolution and Society:

The Industrial Revolution and its effect on society could be a means of developing the concepts of change, of the influence of the individual in shaping society, or of urbanization. The unit could begin by identifying some characteristics of a modern industrial society, perhaps by observation of the local community. From these observations might come these questions for inquiry: why do inventions develop? is it because of necessity, or chance discovery, of individual curiosity or of education and knowledge? how did the Industrial Revolution in Britain affect transportation, industry, agriculture, and communications? how were individuals affected? how did people like Hargreaves, Shaftesbury, Keir Hardie, Townshend contribute to changes?

Scots: The Scottish tradition in Canada can be examined through aspects ranging from architecture to fashion and from music to food. Students might investigate the reasons for the strong emotional impact of Scotland and all things Scottish. Investigations could follow many directions: the work of Burns and Scott, the ballads, mythology, pageantry, and history of Scotland, the influence of the Scot in Canada, perhaps specifically Alexander MacKenzie and the North-west Company or Lord Selkirk and the Hudson's Bay Company. The latter two topics could be compared with the career of Lord Thomson of Fleet. Another comparison possible would be a study of Scottish nationalism in Britain and the contemporary concerns of unity and diversity in Canada. Students could trace the influence of the Scottish heritage as it affects their own lives and as it appears in modern poems, songs, novels, movies, and sports events such as Highland games. Similar studies might follow the traditions of the English, Irish, and Welsh.

French Heritage

Living on a Manor: Many Canadian laws, customs, and traditions can be directly linked to the feudal system in England and France. Castles, castle life, the role of women, chivalry, knights, armour, the life of the peasant and serf, the monastery, tournaments, law and order: all were part of the fabric of medieval life. Why were England and France different in their feudal customs? How were the two countries related? Why were there feudal combats, Crusades, and family struggles? How similar were the medieval feudal system and the Canadian seigneurial system?

The Roots of New France: During the French regime the colony was dependent on the mother country, but it was not an exact copy of France. Students might inquire into the extent of colonial dependence through a study of government organization, of the roles of the social classes in political and social life, and of the cultural flowering in the eighteenth century.

Personalities and Culture: The French culture and the French presence are an important aspect of Canadian life. A French heritage study might begin with the origin and the importance of *Saint Jean-Baptiste Day*; other aspects for study might include the effect in Canada of such personalities as Richelieu, Colbert, Louis XIV, Napoleon, Louis Hemon, and De Gaulle.

Indian and Eskimo Heritage

The Canadian Indian and Nature: The Indian had a unique concept of nature. In order to understand that concept, students might investigate Indian attitudes to nature, the reasons for them, and their effect on the way of life of the Indian peoples. Students might also take different eras and determine how the Indian attitude to nature was reflected in the way of life at that particular time. The Indian attitude to nature could also be compared to attitudes of other racial groups, and students could discuss what they consider to be man's ideal relationship with nature.

Inuit: Many questions might be posed to begin a study of the Eskimo. For example, what is drawing Canadian eyes increasingly to our northland and the land of Inuit? What can be learned of survival and ecology from the native inhabitants of the north? What were the varying views of Eskimo culture groupings about the universe, gods, stars, and animals? How did climatic factors influence values of community and private ownership? How were established cultures in the Arctic affected by the arrival of the European explorer, whaler, trader, missionary, and settler? What is the relationship of the government of Canada towards the Eskimo? How have advertising companies made use of the growing appreciation of the Inuit culture? How well do we recognize our Eskimo artists? What foods of the northland appear on delicatessen counters? In 1971, the American federal government settled a land claim with the Eskimos of Alaska: will this affect the efforts of Canadian Pan-Eskimoism? What are the goals of current Eskimo leaders (education, employment, compensation, ecology)? Can Eskimo culture survive in the face of the technological and resource demands currently facing Canada?

Other Cultures in Canada

As a means of developing increased awareness of the multi-cultural nature of Canada's heritage, students might investigate cultural groups other than Native, French, or British. The cultural composition of the class, the school, the community, the province, or the nation might be a consideration when developing units of study. Such units could focus on the history and culture of the original homeland, patterns of immigration and settlement, and their impact on Canadian arts, sports, culinary habits, fashion, and military, industrial and political life.

Investigation of the value of the preservation of cultural identity could include a study of the effect of cultural change on the individual. Other aspects to be considered might include the roles of the church, the ethnic press, cultural organizations, traditional festivals, folk songs, and dances. This inquiry might also consider the roles of the national media and the provincial and federal governments. A focus on the Canadian identity should be an integral part of these units as of all parts of the Intermediate Division program.

Contemporary Canadian and World Concerns

It is the intent of the culminating year of the Intermediate Division History program that the student will have the opportunity, not only to clarify his perception of contemporary Canada, but to look beyond Canada to identify and examine concerns of significance to the world. It is hoped that his studies in the four years of this program will have contributed to his growth as a person and as a responsible citizen of Canada and of the world.

The Arts in Canada: Depending on the bent of student interest, this unit might well start with basic questions. For example, what are *the arts*? Why do individuals feel a need for creative expression? How far do the arts reflect a society or predict change? How does environment affect materials, design, and outlook in the arts? From architecture to town planning, from literature to ballet, from sculpture to music, all are media through which the artist may give form and shape to his perceptions of society and of mankind. Students might investigate the work of individual artists such as Jean-Paul Riopelle, Celia Franca, Healey Willan, Frederick Philip Grove, Joni Mitchell, Kenojuak, and Buffy Ste. Marie.

The Canadian North: Northern Canada could be viewed as a frontier where a new society is emerging in interaction with the indigenous Indian and Eskimo cultures. The North might be regarded as a vision and quest for Canadian identity, development, and sovereignty. Current news could provide a basis for exploring issues related to the oil and mining industry, ecology, the mid-Canada corridor, increased Eskimo and Indian pressure for a voice of decision-making, and the question of local autonomy in the North-west Territories.

Canada and the United Nations: Canada and Canadians are deeply involved in the functions of the United Nations and, indeed, are concerned with major issues throughout the world. A prime function of the United Nations is the search for peace which is the culmination of the nineteenth century peace movement embracing the formation of the Red Cross and the League of Nations. The work of the United Nations touches upon matters such as poverty, agricultural development, health, and education. A further understanding of Canada's associations with the rest of the world might be achieved through an examination of her participation in NATO, NORAD, the Atomic Energy Commission, the Olympic Games, and space exploration.

Canada in International Crises: Canada's part in international crises might be considered through study of Canadian armed forces involvement in the Cold War, the Korean War, Suez, the Gaza Strip, the Congo, and Cyprus. This involvement can be studied with a view to analysing the changing nature of war and Canada's evolving role in international crises. Other facets might be added to such an analysis through study of the career of one Canadian such as the Rt. Hon. Lester B. Pearson or Major-General E.L.M. Burns.

Issues of Citizenship: Students might find it profitable to consider the responsibility of the individual Canadian for the welfare of less fortunate citizens in Canada. Questions that would require systematic research would be balanced between protection of individual rights and needs of society, the responsibility of the media to society, and government response to the wishes of citizens. The intent of units based on questions such as these would be to examine current public concerns to identify the underlying issues, to analyse the nature of the value conflict involved, to study similar situations from Canada's past, and to investigate alternatives for resolving the issue. Study of issues that are the concern of particular levels of government should lead to a study of the division of responsibilities among governments, to an understanding of the Canadian democratic process, and to a rational commitment to civic responsibility.

Canada in Space: Why does man seek to enter space? The fascination of outer space might be considered through an inquiry based on Greek mythology, Renaissance theories, science-fiction speculation, and early rocket experiments. Other questions to be studied might include why Canada is involved in current space research and what criteria the Canadian government should consider when allocating funds to space research or to housing development.

Leadership in Canadian Politics:

Students might investigate such leaders as Mitchell F. Hepburn, Maurice Duplessis, J. S. Woodsworth, Stephen Juba, Louis Riel, Grace MacInnis, Tecumseh, W. A. C. Bennett, Camillien Houde, W. L. Mackenzie King, Henri Bourassa, Judy LaMarsh, Lester Pearson, John Diefenbaker, Sir John A. MacDonald, and Pierre E. Trudeau. Research could be guided by the following questions or others suggested by teacher and student. Does a leader reflect his time? How is changing technology affecting the qualities necessary for political success? What is charisma? How important are knowledge, intellect, personal appearance, and party affiliations for success? Once elected, how does a leader implement his ideas? Why have few women sought or achieved elected office? Observation of the operation of any level of government might help the student to understand the human qualities of the democratic process.

Mass Media and Communications:

Historical inquiry must recognize how the mass media, with visual images, placement, and language choice, may directly influence the student's understanding of events, issues, and ideas. Students might compare the popular image of certain historical events with the scholarly one and they could look for evidence to show how technological advances have altered the citizen's perception of events. Other topics for discussion are citizens' awareness of the influence of media upon their lives, the extent of government control over the media, and the possibility of infringement on freedom of the press.

World Population and Ecology: Student inquiry into current world patterns of population growth, urbanization, and food production might lead to hypotheses about alternatives. What are the possible international consequences of these patterns? Will an ever increasing growth in technology and population aggravate alienation and conflict? Rachel Carson's book, *Silent Spring*, alerted a large segment of the world's public to the negative consequences of man's use of chemicals. Public concern about pollution both on land and more recently in the ocean might be an area for inquiry as might the role of the World Health Organization. Students might debate these issues in terms of international co-operation and the future of the planet.

China and International Power: China's relationship with other world powers could be a central concern in this unit and could be analysed through the study of topics such as the Middle Kingdom, the Opium Wars, the Harmonious Fist-Boxers, the Four Principles of Sun Yat-sen, the May 4th movement, and Christian missionary activity. Such a study might also consider what factors have influenced Canadian views of China, why Norman Bethune is so well known in China, how the 1949 establishment of the People's Republic of China affected the life styles of the people of China. Other questions to be considered are: the impact of adapting the philosophy of Confucius to the thoughts of Mao Tse-tung, delay in establishing diplomatic relations between Canada and the People's Republic of China, and the effect of the resurgence of China as a major influence in world power politics on Russia, the United States, and the Third World.

Diversity in Unity: The several and diverse parts of Canada, although united, have periodically questioned their relationship with one another during Canada's history. Students could inquire into why at different times and in different places the value of unity has been questioned; they could explore the economic, or political, or social, or cultural influences affecting these different points of view; they could speculate about the changing nature of federalism as it is adapted to Canadian diversity.

New Patterns in International Crisis: The focus of this unit is intended to be the changing pattern of violence that some observers identify in the modern world. To examine this pattern of change, students might investigate the modern role of the mercenary, the influence of the international arms merchant, resurgent guerilla warfare, sky-jacking, kidnapping of political hostages, and violence by mail. Inquiries might embrace the role of modern technology, not only in the precipitation of such violence, but in the public perception of it.

Beyer, B.K. *Inquiry in the Social Studies Classroom: A Strategy for Teaching*. Columbus, Ohio: Charles Merrill, 1971.
There are XII pages of preface and 195 pages. The stages in inquiry are outlined including the mode of seeking knowledge. The book also provides practical organizational methods.

🇨🇦 Boyd, Betty. *Thinking about Inquiry*. Toronto: McGraw-Hill Ryerson, 1972.
This book provides an insight into the complex and individual nature of the process of inquiry; it is appropriate for a student, teacher, and/or parent reader.

Burston, W. H., and Green C. W. (eds.) *Handbook for History Teachers*. 2nd ed. New York: Methuen Educational, 1972.
The discussion of the art of teaching history includes several hundred pages of recommendations for resource books and audio-visual materials.

Carpenter, Helen McCracken. *Skill Development in Social Studies*. (Thirty-third Yearbook of the National Council for the Social Studies.) Washington: N.C.S.S., 1963.
This discussion of skills is appropriate for any grade level; it includes some suggestions for evaluating skill development.

Carr, Edward Hallett. *What is History?* London: Macmillan, 1962.
This analysis of the nature of history is easy to read.

Dance, E. H. *History the Betrayer: A Study in Bias*. London: Hutchinson, 1960.
The author calls for both objectivity and the recognition of bias in the interpretation of history.

Dilke, Margaret S. *Field Studies for Schools*. Vol. 1: *The Purpose and Organization of Field Studies*. London: Rivingtons, 1965.
Specific ideas for using field studies in a history program are supplemented by a valuable appendix with concrete illustrations of field study activities and records.

Fair, Jean, and Shaftel, Fannie R. (ed.) *Effective Thinking in the Social Studies*. (Thirty-seventh Yearbook of the National Council for the Social Studies). Washington: N.C.S.S., 1967.
Informed thinking about important societal concerns through an inquiry approach is the focus of this book.

Fancett, Verna S., et al. *Social Science Concepts and the Classroom*. Syracuse, N.Y., Social Studies Curriculum Centre, Syracuse University, 1968.
This book discusses various definitions of a concept, concept development, and inquiry activities.

🇨🇦 Finberg, H. P. R. (ed.) *Approaches to History*. Toronto: University of Toronto Press, 1962.
This scholarly examination of various aspects of history could assist in clarifying possibilities for planning a history program as an inter-disciplinary study of man. Aspects included are social, economic, and local. Art, biography, science, and archeology are also subjects dealt with in this book.

Gosden, P. H. J. H., and Sylvester, D. W. *History for the Average Child*. Oxford: Basil Blackwell, 1969.
This concise statement of the nature of history gives suggestions for teaching with a focus on the learner. A useful bibliography is included.

🇨🇦 Hardwick, Francis C., Deyell, Edith, and Sutherland, J. Neil. *Teaching History and Geography*, 2nd ed., Toronto: Gage, 1967.
This practical handbook gives the teacher ideas for the effective use of a variety of source materials.

James, Charity, *Young Lives at Stake*. London: Collins 1969
Direct suggestions for curriculum planning that is focused on the learner.

Kaye, Barrington, and Rogers, Irving. *Group Work in Secondary Schools*. London: Oxford University Press, 1968.
Group work is discussed as a classroom technique, including a rationale and organization possibilities.

Krug, Mark M., Poster, John, B., and Gillies, William, B. (eds.) *The New Social Studies: Analysis of Theory and Materials*. Ithaca, Illinois: F. T. Peacock, 1970.
This collection of articles analyses some current approaches and curriculum projects in the social studies disciplines.

🇨🇦 Lewis, John (ed.) *Teaching for Tomorrow*, Toronto, Thomas Nelson and Sons, 1969.
This symposium focuses on the teaching of social studies, history, and geography and includes educational strategies, crucial issues, a glossary of educational terms and a bibliography of educational periodicals.

Lewis, Estella M. *Teaching History in Secondary Schools*. London: Evans Brothers, 1960.
This book presents a case for the significance of objectives, of selection, of discussion, and of resources in teaching history. Bibliography and illustrations of planning ideas are relevant to a study of the British heritage.

Lord, Clifford L. *Teaching History with Community Resources*. 2nd ed. New York: Teachers College Press, Columbia University, 1967.
This is a comprehensive review of the scope of community resources pertinent to a history program, along with ideas for using them.

Marrou, Henri-Irene. *The Meaning of History*. Montreal: Palm Publishers, 1966.
The reader is presented with a view of explanation, concepts, truth, documents, and existentialism in history; ideas could be directly applied to program planning.

🇨🇦 McDiarmid, Garnet, and Pratt, Davis. *Teaching Prejudice*. Toronto: Ontario Institute for Studies in Education, 1971.
This is a report of a content analysis of authorized social studies texts in Ontario. It raises the question of objectivity, recognition of bias, and values.

Metcalf, Lawrence E. (ed.) *Values Education: Rationale, Strategies and Procedures*. (41st Yearbook, of the National Council for the Social Studies), Washington: N.C.S.S., 1971.
Suggestions for identifying and clarifying value questions and value conflicts are outlined in this book.

🇨🇦 Moore, Evelyn, and Owen, Edward E. *Teaching the Subjects in the Social Studies*. Toronto: Macmillan, 1966.
A view of the nature of history and of geography is supplemented by ideas for using the variety of resources available for each subject.

Newmann, Fred M. and Oliver, Donald W. *Clarifying Public Controversy: An Approach to Teaching Social Studies*. Boston: Little, Brown, 1970.
Some ways of identifying, discussing, and clarifying public issues are suggested for classroom use.

Nugent, Walter T. K. *Creative History: An Introduction to Historical Study*. Philadelphia: J. B. Lippincott, 1967.
This view of the nature of history is both readable and perceptive.

🇨🇦 Ontario Association for Curriculum Development. *Values in the Classroom*, (Twentieth Annual Conference.) Toronto O.A.C.D., 1971.
Conference sessions of the O.A.C.D. are reported for teachers' consideration.

Parker, Donald Dean. *Local History: How to Gather It, Write It, and Publish It*. Rev. ed. New York: Social Science Research Council, 230 Park Avenue, 1944.
Suggestions for collecting and organizing information about any locality are clearly and concisely stated.

Powell, Thomas F. (ed.) *Humanities and the Social Studies*, (Bulletin Number 44) Washington: National Council for the Social Studies, 1969.

Questions of values and the role of the affective domain are implicit in these articles relating humanities and the social studies.

Price, Roy A., Smith, Gerald R., and Hickman, Warren L. *Major Concepts for the Social Studies*. Syracuse, N.Y., Social Studies Curriculum Centre, 409 Maxwell Hall, Syracuse University, 1965.

Types of concepts are distinguished; the appendix illustrates the development of a concept through a history topic.

Raths, Louis E., Harman, Merrill, and Simon, Sidney B. *Values and Teaching: Working with Values in the Classroom*. Columbus, Ohio Charles E. Merrill, 1966.

Values and value clarification are related to classroom practice.

Raths, Louis E., Jonas, Arthur, Rothstein, Arnold, and Wasserman, Selma. *Teaching for Thinking: Theory and Application*. Columbus, Ohio: Charles E. Merrill, 1967.

Theory and practice are directly related in these ideas for both elementary and secondary schools, along with implications for teachers.

Rogers, Carl R. *Freedom to Learn*. Columbus, Ohio: Charles E. Merrill, 1969.

Openness in the classroom environment and interaction are emphasized for their significance to learning.

Ryan, Frank L. *Exemplars for the New Social Studies: Instruction in the Elementary Schools*. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Ideas for practical and appropriate activities for achieving objectives are presented in a variety of interesting ways.

Sanders, Norris M. *Classroom Questions: What Kinds?* New York: Harper and Row, 1966.

A focus on the significance of questioning to develop cognitive abilities, this book includes examples of questions appropriate for the development of these abilities.


Stevenson, H. A. and Armstrong, F. H. (eds.) *Approaches to Teaching Local History*. Toronto: Oxford University Press, 1969.

This useful collection of articles on aspects of teaching local history includes sources of information and a bibliography.


Sutherland, Margaret B. *Everyday Imagining and Education*. London: Routledge and Kegan Paul, 1971.

The value of developing the imagination in the classroom is the central theme of this publication.

Part B: Professional Journals

 *Canadian Historical Review*, Journal of the Canadian Historical Association, Public Archives, Ottawa.


This publication contains scholarly articles and book reviews relating to Canadian History.

 *Canadian Journal of History and Social Science*. Ontario History and Social Science Teachers' Association, 7 Mandel Crescent, Willowdale 429, Ontario.

The four issues each year focus on matters of current interest to history teachers.

Educational Leadership, Journal of the Association for Supervision and Curriculum Development.

Articles of general educational interest could be helpful in planning particular subject areas within the larger perspective.

 *Ontario History*, Journal of the Ontario Historical Society.

The Scholarly articles in this publication relate to local and provincial history.

Social Education, Journal of the National Council for the Social Studies.

Some of the articles in this journal are concerned entirely with theory, others apply it in the classroom.

The Social Studies, a Journal, 1125 New Broadway, Brooklawn, New Jersey, 08030.

Teachers of the social studies will find articles of interest.


Part C: Aids In Selecting Resources

Asia: A Guide to Basic Books. The Asia Society, 112 East 64th Street, New York, N.Y. 10021, 1966.


This is an annotated bibliography of 316 titles.

Asia a Guide to Paperbacks. Rev. Ed. The Asia Society, 112 East 64th Street, New York, N.Y. 10021, 1968.


There are 1100 titles in this annotated bibliography.

 *Books in Canada*. Canadian Review of Books Ltd., 6 Charles Street, East, Toronto.


This periodical of reviews of new Canadian books is published eighteen times a year.

 Campbell, H. C. (ed.) *How to Find Out About Canada*. Toronto: Pergamon Press, 1967.


Teachers will find this publication useful in searching for information about Canada.

 *Canadian Basic Books 1971*. Toronto: Seccombe House, 1971.


An annotated bibliography of books written by currently active Canadian authors is published by Canadian publishers and arranged by subject. It is intended as an annual publication.

 *Circular 14*. Ontario Ministry of Education.


This annual listing of textbooks is approved by the Ministry.

 *Circular 15*. Ontario Ministry of Education.

This is a comprehensive listing of Canadian resource materials.

 Donaldson, Helen E. J. (Compiler) *A Selected List of Periodicals for Children's Libraries, Librarians and Teachers*. Toronto: Provincial Library Service, Mowat Block, Queen's Park.


In this annotated list of periodicals, many titles would be useful in a history program.

 Fulford, Robert, Godfrey, Davis, and Rotstein, Abraham (eds.) *Read Canadian*. Toronto: James Lewis and Samuel, 1972.

Intended as a guide to the best and most readable books in Canadian writing, this book includes reading lists on Canadian history, the media, modern fiction, and modern poetry.

A Guide to Films, Filmstrips, Maps and Globes, Records on Asia. The Asia Society, 112 East 64th Street, New York, N.Y. 10021, 1964.

There is a 42-page supplement issued in 1967 which includes a section on slides.

 Hillary, Vicki, and Hillary, Derek (eds) *The Canadian Source Book of Educational Materials*. Calgary, Alberta: Canadian Educational Resources for Teachers, Box 3430, Station B., annual.

Nearly half of this annotated bibliography of Canadian materials is directed to the social sciences relating to Canada. Further sources of information are identified.

Irwin, Leonard Bertram. *A Guideline to Historical Fiction for the Use of Schools, Libraries and the General Reader*. 10th ed., Brooklawn, New Jersey: McKinley, 1971.


This annotated bibliography is organized by time periods within geographic areas.

Jackson, Miles N. (Compiler and Editor) *A Bibliography of Negro History and Culture for Young Readers*. Pittsburg: University of Pittsburg Press, 1968.

This annotated bibliography lists resources for teachers.

Multi-Media Resource List, Eskimos and Indians. Ontario Ministry of Education, 1969, *Supplement*, 1970.

This annotated bibliography is available to all Ontario teachers.


 National Film Board of Canada. *Media Catalogue*. Toronto: Visual Education Centre, 95 Berkeley Street.

National Geographic Index, National Geographic Society, 17th and M. Streets N.W., Washington, D.C., 20036.


An index of National Geographic articles is organized by country and by subject.

Rufsvold, Margaret I., and Guss, Carolyn. *Guides to Educational Media*. 3rd. ed. Chicago: American Library Association, 1971.


This annotated bibliography of bibliographies indicates for each entry the scope, arrangement, entries, and special features.

 Scott, Margaret B. (ed.) *Aids to Selection of Materials for Canadian School Libraries*. Ottawa: Canadian Library Association, 1971.

This annotated bibliography of bibliographies includes titles of periodicals that review books.

 Snow, Kathleen M., and Hauck, Philomena. *Canadian Materials For Schools*. Toronto: McClelland and Stewart, 1970.

This sourcebook of Canadian titles and sources is suitable for several subject areas, including history.


 *Some Selected Current Titles*. Ottawa: Information Canada, 1972.


This annotated bibliography of selected titles is organized by subject.


Part D: Some Other Sources For Assistance


The African American Institute, 866 United Nations Plaza, New York, N.Y., 10017.


The Asia Society, 112 East 64th Street, New York, N.Y., 10021.


 CBC Publications, P.O. Box 500, Toronto, Ontario.

 Canadian Council for International Co-operation, 75 Sparks Street, Ottawa, K1P5A5.

 Canadian Institute for International Affairs., 230 Bloor Street West, Toronto, Ontario

 Canadian Social Science Services, P.O. Box 7095, Postal Station M, Edmonton, Alberta.

 Canadian Studies Foundation, 252 Bloor Street West, Toronto, Ontario

 Information Canada, 171 Slater Street, Ottawa, K1A059.

The Japan Society, 250 Park Avenue, New York, N.Y., 10017.

United Kingdom Information Service, 119 Adelaide Street West, Toronto, Ontario.

Regional Offices of the Ministry of Education, Ontario

Region 1, Northwestern Ontario
303 News Chronicle Building,
2 Water Street South,
Thunder Bay “P”, Ontario

Region 2, Midnorthern Ontario,
1349 Lasalle Blvd.,
Sudbury, Ontario

Region 3, Northeastern Ontario,
P.O. Box No. 3020,
North Bay, Ontario

Region 4, Western Ontario,
1-759 Hyde Park Road,
London, Ontario N6H 3S6

Region 5, Midwestern Ontario,
279 Weber Street North,
Waterloo, Ontario

Region 6, Niagara
15 Church Street, Suite 402,
St. Catharines, Ontario

Region 7, West Central Ontario
40 Eglinton Avenue East,
Toronto, Ontario.

Region 8, East Central Ontario,
Heron’s Hill Building, Suite 3201,
2025 Sheppard Avenue East,
Willowdale, Ontario

Region 9, Eastern Ontario
1082 Princess Street,
Kingston, Ontario

Region 10, Ottawa Valley,
1825 Woodward Drive,
Ottawa K2C 0R2, Ontario

